

Michigan Child Care Matters

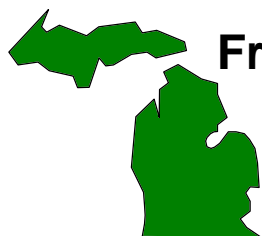


DEPARTMENT OF
CONSUMER & INDUSTRY SERVICES
Division of Child Day Care Licensing

SCHOOL AGE
ADMINISTRATION

Issue 49 Spring, 1999

You may have noticed a new look for this newsletter over the past several issues. Our name is changing, too! Let us know what you think of our new style.



From the Director

Ted deWolf

Each year the Department of Community Health sponsors a statewide **lead education** campaign. This year Lead Poisoning Prevention Week is scheduled for April 26 through April 30, 1999.

Lead-based paint was used in many homes built before 1978. The older the home, the more likely that windows, walls, woodwork, cupboards, doors, porches and outdoor surfaces contain lead-based paint. Lead dust can result from disturbing (for example, sanding or scraping) an area that contains lead paint, opening and closing windows, and through normal wear and tear of painted areas. Children are most often poisoned by lead dust and lead paint in older homes. Lead dust settles to the floor and gets on children's hands and toys. It enters their bodies when they put their hands or toys in their mouths.

Public health officials tell us that there are some important but practical ways to protect the children in your care. Some of the ways to provide protection are as follows:

- ◆ Wash the child's hands, bottles, pacifiers, and toys often.
- ◆ Ensure children eat healthy foods and snacks high in calcium and iron.
- ◆ Keep floors, window sills, and other surfaces dust and dirt free.
- ◆ Do not use a power sander, dry scraper, or sandpaper on painted surfaces that may contain lead.
- ◆ Use very cold tap water for drinking and cooking.

To learn more on lead poisoning prevention and blood level screening, call your local health department or the Childhood Lead Poisoning Prevention Project at (517) 335-8885.

Your local 4C is also participating in Lead Poison Prevention Week. Please contact them for materials regarding lead poisoning in children.

**Lead Poisoning Prevention Week
April 26 through April 30, 1999
Learn How to Protect Children in your Child Care
Facility from Lead Poisoning**

**This publication is
paid for by
Family Independence
Agency Child
Development and
Care**

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PLANNING FOR SCHOOL AGE CHILD CARE

*Lauren Chom, Child Coordinator
Flint Schools Rainbow Learning Programs
Genesee County*

More and more communities throughout our state have an increasing need for school age child care programs. Creating quality after school programs takes planning and creative energy but is not too difficult once support and the “green light” are in place. A few of the most important steps are outlined below:

NEEDS ASSESSMENT

Determining the need in a particular community or at a particular school is important and relatively easy to do. Survey forms which ask interested parents to respond to questions indicating their needs for before and after school care can be sent home through the school. When collected, these surveys can demonstrate the needs. Keep in mind that the families’ child care needs change continuously. Survey results may not reflect actual program use.

START-UP COSTS

Start-up costs are determined by the number of children served, the amount of renovation and preparation necessary to use the chosen space, and the purchase of adequate equipment. Start up costs may be minimal if some equipment and supplies are donated and assigned space is in good condition and meets licensing regulations. Programs can be started for as little as \$2,000.00 but may require much more with no donations and a significant need for renovations. Talking with other programs that have gone through the process may be the best solution for determining the cost.

FUNDING

Most school age child care programs rely on parent fees to support the program. When services such as rent, utilities, and maintenance are in-kind contributions, the program will have a much better chance of supporting itself unless fees are set quite high. Many programs charge a flat weekly fee, others charge a flat daily rate to parents. Some programs allow parents to pay an hourly rate although this system is much more difficult to handle. Using F.I.A. child care assistance payments and grant monies whenever possible will help the program. The Michigan Department of Education offers competitive grants to help increase the supply and quality of school age child care.

PROGRAM IMPLEMENTATION

School age child care providers must be up to the

task of providing a quality, stimulating program for school age children that is quite different from the school day. The National School Age Care Alliance has established Standards for Quality School Age Care which provide a baseline of best practices for out of school programs for children between the ages of five and fourteen. Anyone planning a program should use these standards to help guide program implementation. School age programs demand trained, energetic, dedicated staff and administrators with appropriate space, equipment, supplies and policies to offer a good program. ❖

RESOURCES

There are a number of resources available to school age child care professionals including:

National School Age Care Alliance
1137 Washington Street
Boston, MA 02124
Telephone: 617-298-5012
Fax: 617-298-5022

Michigan School Age Child Care Association
Lauren Chom
Telephone: 810-760-1880
Fax: 810-760-1215

Michigan Department of Education
Early Childhood Programs
Telephone: 517-373-8483
Fax: 517-373-1233



DEVELOPING THE OTHER THREE R'S

Connie Macek

*Director, Early Childhood Program
Pinconning Area Community Education
Reprinted from Issue 23*

A good school-age child care program is a home away from home where children can learn and play. It is a safe place, whether in a home, a school, or a child care center, where parents can leave their children, knowing they will be happy and well cared for.

Children in before/after school programs need a home-like setting with the flavor of a neighborhood, where they can experience physical activities, self-expression through arts and crafts, and socialization with their peers.

Many children, after an intense day at school, want to be alone or with a few close friends. Children in an after school program have been in a group situation for most of the day. The constant demand of interacting with others can be stressful if there is no relief available. Caregivers can recognize this need among children by purposefully making solitude an option. A quiet corner with pillows, books, and perhaps even soft music creates a refreshing haven.

Children need out-of-school time to develop the other 3 R's: resourcefulness, responsibility, and reliability. Child-initiated activities in an open-ended setting allow the children to master their own interests and to use their free time constructively. Real tasks appeal to school-age children who desire independence. They enjoy opportunities to sew a button, make a snack, repair a toy, or even to help create an activity for the younger children. These are experiences that they may have encountered at home with a parent.

Physical play involving all the large muscles, requires room to run, jump and climb. Although games are enjoyed by school-age children, they can lead to feelings of rejection by the child who does not "measure up" to his own or to others' expectations. Competitive feelings are strong at this age. Children need to be encouraged to play for fun, and helped to realize that competition must be fair. Caregivers can guide children to respect others' rights and feelings while playing games. Cooperative games offer all the advantages of competitive games without the damage to the children's self-esteem.

School-age children also benefit from the emotional release that sand, water, and dramatic play provide. All of these creative media are just as appropriate for the school-age child as they are for the preschool child. An age range of 3-4 years is similar to that in a family or neighborhood. By making all activities available to all children, providers encourage each to participate at his own level. An out-of-school program opens new doors

to children and allows them to experience many activities.

Children also need time to pursue their own interests and talents and they appreciate a place to keep their belongings or an incomplete project where it won't be disturbed.

School-age children like to try everything – a new art activity, climbing to the top of a rope, trying to race around a building, or helping to prepare a new snack. They need a program which offers warmth and security; a program which nurture and respond to them; a program which will accept them as they are and see each child as unique. ❖

GETTING THE WORD OUT: MARKETING YOUR PROGRAM

Editorial Committee

So you're opening a school age program. How are you going to get the word out?

Generally, it's not too difficult since parents are looking for this type of care. Newspaper articles and/or photographs of your set up, flyers distributed through schools, and signs in laundromats and supermarkets are good places to announce your arrival.

Once you have the children, what are you going to do to make sure they stay? Remember, you never get a second chance to make a first impression! A rich environment of activities, equipment and trained committed staff are your top selling points.

Other ways to market your program include:

- Sponsor a community event and get free media coverage
- Have a "bring your friend" day-if the friend enrolls, give the referring family a bonus of 2 free days
- Get stationary, coffee cups and magnets made up with the programs name and logo
- Get t-shirts and tote made up with the programs name and logo for children to wear on field trips
- Give parents a holiday gift of a calendar with the center name, logo and pictures of the children
- Send a monthly newsletter to parents and keep communicating with them
- Get onto public TV and radio shows. Write letters to the editor and position statements.
- Belong to community groups and get staff and providers involved in community events
- Participate in Parent Awareness Month and Month of the Young Child Activities®

The children are the best source of advertising and marketing. If they like your program, they will spread the word and so will their parents. ❖

FUND-RAISING FOR BEFORE/AFTER SCHOOL PROGRAMS

*Kathy Balchunas, Program Coordinator
Munson/Central Child Enrichment Program,
Traverse City*

The Munson/Central Child Enrichment Program began in 1994 with 9 children. We have grown to 80 children this year! We are the only accredited before/after school program in Northern Michigan. Our program is very unique because we service children from special education, gifted and talented, hearing impaired and regular education at Central Grade School.

With increasing numbers of children, fund-raising is a yearly event that helps us raise money for projects, art supplies, games and field trips. The main fund-raiser is selling merchandise supplied from "Our World," such as t-shirts, calendars and sweatshirts. Miscellaneous items from "Save the Children" and World Wildlife Fund" are also sold. The products from these companies are of a superior quality and have been easy to sell.

We usually have our fund-raiser in October. Then the children develop a "Christmas Wish List." Items from the list are bought in December with the money that has been raised. They are wrapped in holiday paper. The week before Christmas vacation we celebrate Christmas with the children and they open "their gifts."

Last year the children attending the Munson/Central Enrichment Program also sold "Wuzzits" (a rock covered with fur and eyes). We sold them for \$2.00 and received \$1.00 profit for each "Wuzzit" sold. The children raised enough money to purchase a CD player for the classroom! A recent bake sale at another site netted over \$400 that will be used for updating equipment.

Fund raising has been fun, exciting and educational. It has promoted social and environmental awareness. In addition to the money raised by our program, "Our World" has donated 2.5% - 4% of its profits to "Save the Children Federation, Inc." The children attending the Munson/Central Enrichment Program are proud of the work they have done to enhance the equipment and materials available to all of the children in attendance. ❖



FUNDRAISING IDEAS

*from MAEYC Workshop "Successful School Age
Programs - What Makes Them Work!"*

There is never enough money to do or get all that you want. Here are some suggestions for raising the funds to meet your needs.

First determine the need. Ask:

- what do you want/need?
- how much does it cost?

Next plan the fundraising activity. Determine:

- the type of activity you want to sponsor-choose the event carefully by analyzing other successful events
- any cost to your program to put on the fundraiser-keep the costs low
- who you are going to ask for financial support to put on the event and/or to pay for what you need/want
- when you want the activity to occur
- who you want to attend
- have an escape plan

Consider different ways to raise money:

- annual appeal
- pledges
- contributions
- special events
- grants,
- campaign/fund drive
- foundations direct mail solicitation

Other types of fundraisers:

- auctions (silent and open)
- raffles
- fairs
- donated goods sale
- shows (talent, fashion)
- food/candy sales
- novelty item sales
- dinner/dance
- ice cream social
- no bake, bake sale
- sleepover/lock in
- spaghetti dinner
- haunted house
- kiss a pig
- jail and bail
- take out dinners
- cookbook/calendar sale
- art show
- raffle a week of free tuition
- gift wrap sale
- duck race
- night golf tournament

POINT AFTER CLUB: A MIDDLE SCHOOL PROGRAM

*Cheryl Dorman, Coordinator/Supervisor
Grosse Pointe Public Schools Child Care
Wayne County*

No one disputes the need for before and after school care for elementary children. Now that most families have working parents, the need for such programs is obvious. For a long time, however, similar programs for middle school students were thought unnecessary. Parents know differently. The time when most children get into trouble is after school and before parents arrive home.

Prompted by parents, the Grosse Pointe Public School System began before and after school programs at its three middle schools in September 1994. A grant from the Department of Social Services (now FIA) helped with the first year's start-up costs. That year the program enrolled 52 students; last year, enrollment increased more than 50 percent to 81 students. The program also accommodates special needs children.

Each middle school program is open one hour in the morning (7-8 am) and three hours in the afternoon (3:15-6:15 pm), with an on-site director and caregiver. Middle schoolers do not have to prearrange to use the program. If a student comes to the program, parents are charged. If he or she doesn't come, they are not charged. Mornings are \$3.25 each; afternoons, \$6.50. So far, our elementary program subsidizes the middle school program. However the break-even point for the middle school program is within reach.

Directors and caregivers help with homework. Stu-

dents may use the school TVs, VCRs, and computer labs. School swimming pools are used once a week. A life-guard is provided by the Department of Community Education and paid for by POINTE AFTER. Juice and rolls are available in the morning; juice and a granola bar or fruit and cookies in the afternoon. Some afternoons groups walk to nearby ice cream and pizza stores for a treat.

The three groups come together to celebrate Halloween, Valentine's Day, and sports events. One school usually plans, decorates, and provides the food. Responsibility for parties rotates. On half-days (about four a year) field trips to skating rinks, ski areas, movies and a

nearby school carnival are offered. Parents pay extra fees for bus rentals and other expenses related to special outings.

Grosse Pointe has neighborhood schools and no school buses. Parents sign a form at the beginning of the school year to allow their students to walk home. This stops many behavioral problems because a student can be asked to leave (unless the parent has declined to sign the form). If the student is a sixth grader or has special needs, the coordinator phones the parents to help deal with the situation.

Students with older siblings, who went home alone when they started middle school, sometimes think this is a rite of passage they also want to experience. Once the program has operated for several years, however, and older siblings have participated, before and after school supervision of middle school students will become as natural as it is for elementary school children. ❖



This publication provides topical information regarding young children who are cared for in licensed child care settings. We encourage child care providers to make this publication available to the parents of the children in care or to provide them with the web address so they may receive their own copy. Issue 43 and beyond are available on the internet.

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SPACE AND STORAGE

*Ann Mitera, SACC Director
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It's a fact that before and after school programs are a necessity for working parents and the community. With enrollment in school districts increasing rapidly many of these programs are forced to share space within elementary school buildings. Some districts are fortunate enough to have classrooms for their before and after school programs, but the majority must share classrooms, or convert school cafeterias and gymnasiums into usable space. The challenge becomes storage. Where do you store equipment and supplies?

Does your gym or cafeteria have a stage? We have found the stage to be a valuable asset and an excellent resource. We purchased locking metal storage cabinets which were bolted to the back wall of the stage. The space is there and very rarely used, so why not utilize it.* We are also fortunate that the stage curtains hide the cabinets.

Is your program located in a gym or cafeteria? Often these facilities have adjacent kitchens which are rarely used! One of our programs has a kitchen connected to the gym. The kitchen is only used as a satellite kitchen so many of the kitchen cabinets are empty. Equipment is stored in empty kitchen cabinets and a rolling cart is used to bring equipment to and from the gym. We had one of the kitchen cabinets equipped with a lock to keep confidential information secure.

Have you searched for space and still have no solution? In one program, space is so limited that we have locking metal storage cabinets bolted to the wall in the hallway off the gym. The fire inspector approved the location of the cabinets and the material cabinets were made of. Coat hooks were installed on the wall for coats. Cabinets run about \$150. Some office supply stores/companies may be willing to donate a dented cabinet.

Believe it or not there is space. You just have to be resourceful. Some gyms have storage areas adjacent to them and the gym teacher may be willing to share space. Custodians are excellent in locating space!! Offices may have storage areas; since most schools do not have school nurses, clinics no longer in use may be available.

We are fortunate that everyone works with us to find and keep space for equipment and supplies. Remember, if you share a classroom keep space neat and clean. ❖

**Editor's note: Check with the Fire Marshal or Qualified Fire Inspector for suggestions on safe methods of storage.*



WHAT GOES INTO A GOOD SCHOOL AGE ENVIRONMENT?

from MAEYC Workshop "Successful School Age Programs - What Makes Them Work!"

For the children:

- It's homey. There are couches, aromas, hugs, and first names.
- It's aesthetically pleasing.
- It's clean; orderliness is encouraged.
- Furnishings, equipment and activities are age appropriate.
- Traffic patterns are clearly defined.
- There is a variety of activity centers.
- Defined work spaces are available.
- There are exposed and protected areas.
- The size of the area fits the activity.
- Complimentary areas are adjacent.
- Children help with planning the program.
- Children have significant input into making the rules and determining the consequences.

For the staff:

- There is a place to go for breaks and to put their personal items.
- A "goody" jar is always available.
- Staff have opportunities to get together.
- Give staff feedback and support.
- Open communication between staff and administration.
- Support team building between staff and parents.

For the parents:

- Ease of parking
- Parent Corner
- Parent meetings
- Parent/Child fun nights
- Parent/Teacher communication

SCHOOL AGE CHILD CARE: HOME IS WHERE THE HEART IS

Carolyn Rutledge

*Bendle/Carmen-Ainsworth Learning Community
Flint*

What's sleepy and sneaky and giggly and goofy and hungry and hurting and laughing and leaping and smirking and smacking and hugging and harming and running and resting and sipping and slumping, all at the same time? Yep! You guessed it - that gregarious group, that multi-aged menagerie - fondly known as the children in "Latchkey!" How do we go about best meeting their needs when their needs are so Diverse (with a capital "D!")? That's the unique challenge, resulting in unique rewards, surrounding the care of school age children.

Let's dream for a moment... (I encourage dreaming because the current reality is that many school age programs are functioning in "borrowed" corners of gyms and backs of band rooms in our state's elementary schools - but some day...) what if our programs were designed as "Homes Away From Home"? What if our programs were grounded in a philosophy of "Family Relationships"? What would they look and feel like in the day-to-day?

Our ideal space would be ample enough to allow for the design of a real home atmosphere. Some children need quiet time to "veg out" a bit following a busy day, and would naturally gravitate to a "living room" center with a cozy chair to snuggle into, a reading lamp, a good variety of books, some head phones with music and story tapes. Some children are experiencing anxiety about homework and would benefit from a "dining room table" around which older friends or staff could provide encouragement and tutoring. Others find relaxation through creative endeavors and are never happier than when engaged in art or craft activities or language arts experiences.

A well-stocked "family room" would include ever-present markers, scissors, different paper, and more, in order to have "creativity tools" readily available. Access to a laminator, copier and computer would allow young authors to dictate or write books, design posters for upcoming school events, and to become knowledgeable about desktop publishing. This "family room" would also be the spot for table games, special small group activities, and other gregarious endeavors.

A "kitchen" for individually made snacks, special group treats, and for perusing cook books for upcoming cooking projects would contribute to the family atmosphere.

This "ideal home" would also include lots of space for large motor activities, a gym and/or outdoor play area that is safe, accessible, well-stocked with equipment, and supervised with enthusiasm and clear limits. Those most rambunctious children need an outlet for all that pent-up frustration, aggression, hyperactivity, and just plain enthusiasm that overtakes many at the end of a long and structured day!

However, our ideal little "home," like every home, does not get its warmth from its surroundings. It becomes a "home in our hearts" through the quality of the relationships that we count on there. All children need to feel cared for by those who are important in their lives. By reason of frequent contact alone, school age care providers are important in the

lives of these children. What a privilege to have such an opportunity to build a nurturing, warm and consistently safe "school home" in which each child feels truly cared for!

This is the part of the story that does not require us to dream, no matter what corner of a building our program may be "borrowing!" The relationships we establish - with children, their parents, and the other school

staff with whom we work or share space - are at the "heart of this home." Nurture children well. Set caring, predictable limits that ensure the safety of children: physical, but also emotional and social. Build a partnership with parents and guardians, one that children can count on so that their "homes" are in sync and their needs are thoughtfully and readily addressed. And don't forget school personnel. In many cases, "latchkey" programs are like guests in the schools. Children are never comfortable with dissension or squabbling. Guard against any potential ill feelings or disagreements by respecting shared space, and communicating forthrightly and sensitively about scheduling or other issues that may arise. But most importantly, enjoy each child! Look for the gifts inherent in each one; imagine each one's potential for success. Share your own gifts freely and well. These are the treasure of relationships. These are what bring such rewards in school age child care. ♦



COMMUNICATION FROM THE PARENT'S PERSPECTIVE

*Marge Hannapel,
Parent of a School Age Child in
Brenda Lantinga's Group Home,
Kalamazoo County*

Communication is essential to the success of any relationship, and the partnership between day care provider and parent is no exception. Just as good fences make good neighbors, the boundaries set by the Day Care Home Rules are a convenient starting point for discussing both the parent's and the provider's expectations and requirements. Although the rules cover a variety of topics, both parent and provider should be open to discussing other issues that concern them at the initial stages, and invite each other to bring up any questions that arise while the child is in day care.

"House Rules" differ from home to home, such as requirements regarding timely payment, overtime, and notice of schedule changes. For school age children, advance plans need to be made for school closing, either when children are released early, or when school is canceled entirely. A written copy of any individual home rules is helpful for parents to refer to later.

The time invested in understanding each other's expectations will prevent misunderstandings and problems in the long run. As a parent, I cannot expect anyone to be able to read my mind!

As the parent of a school age child, my attention has shifted from worrying about the basic needs being met: meals, naps, and toileting, to wondering if she has enough to do. I feel very fortunate to have a day care provider who keeps the kids busy with a variety of activities. Like most parents, for after school care, I am satisfied with rest, recreation, and a place to do some homework. During vacations and summer breaks, I know it is challenging to come up with constructive activities that are inexpensive and can be worked around various parents' schedules. My provider has developed a system of surveying, communicating and planning that resolves our concerns about what the kids will do, and gives us an opportunity to contribute ideas.

In the spring, we receive a letter about planning for summer schedules. The provider needs information as to which weeks are needed for each child, so that vacancies during family vacations or weeks at camp, can be filled. A list of proposed activities can also be sent in the

planning letter. Parents comment on their child's level of interest in each activity, and return the letter, adding their own suggestions.

Over the years, we have also addressed lunches (the children bring their own, except for one day per week) and fees for activities (we pay a lump sum at the beginning of summer). After the letters are returned, the information is used to plan and draw up a summer calendar for each month. The kids have a lot of fun discussing and voting on the possibilities. Older children can copy the calendars for their parents.

Parents appreciate a predictable routine, such as Mondays are for going to a park, Tuesdays are out-to-lunch days, etc. It is also helpful to understand the daily schedule, such as lunch and snack times. When the parent knows that field trips do not depart before 9:00 and always return by 3:30, other plans can be made accordingly.

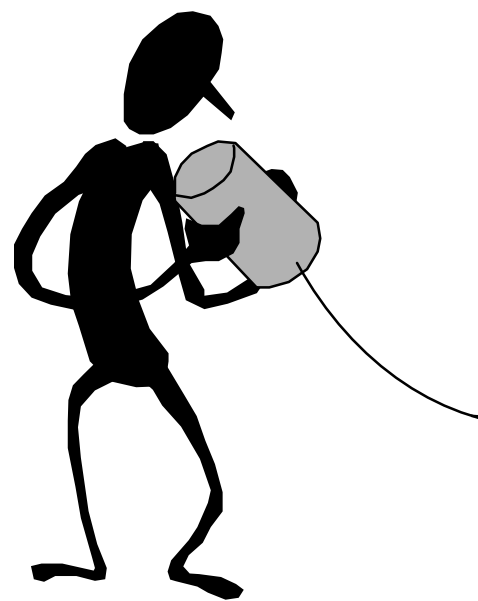
Communication can be a part of summer activities. My provider assigns photography duty to one child per week, and a scrapbook is compiled over the summer. Extra prints go to parents. The scrapbook

is not only fun for kids and parents, but also a great way to describe the summer program to new customers. Occasionally, the kids have written a newsletter to send home to parents. They also write letters to kids who are away at camp. My daughter was delighted to receive a package from her buddies when she was away.

It is often too hectic to chat when kids are being dropped off and picked up, so I appreciate it when a note is sent home regarding schedule changes, special events, or days off. Day care providers need time off, too, and advance notice helps me make other arrangements.

Technology can enhance communication. I feel that an answering machine is a must for both parties, especially for last minute schedule changes and emergencies. We often leave a message and receive an acknowledgment via our answering machines. A cell phone is an excellent idea for the provider to take

*The time invested
in understanding each
other's expectations will
prevent misunderstandings
and problems in
the long run.*



on field trips in case of an emergency. As more people have e-mail, it can also be an effective way to communicate, especially to a group. I am sure that there is a day care home with a web page, and it was probably designed by the kids!

Hopefully, these ideas can be used to improve understanding, satisfaction and mutual respect in your day care relationships. ❖

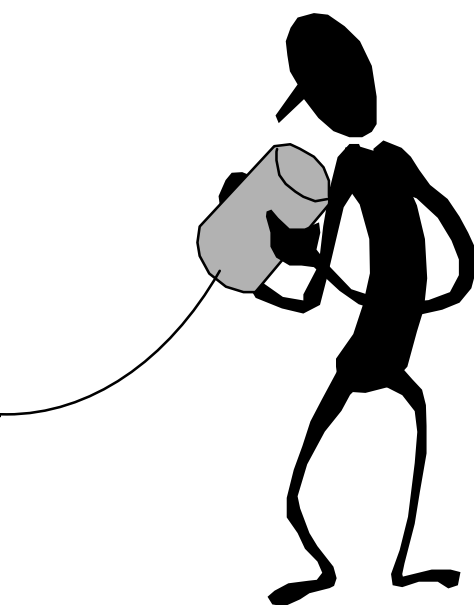
Karing for Kids is Moving!



The Karing for Kids Conference is moving into the new millenium! Mark your calenders for January 28 & 29 in the year 2000!

For more information call:

810-469-5180



PARENT COMMUNICATION IN SCHOOL AGE PROGRAMS

*Janice E. Cataldo, Early Childhood Supervisor
Dearborn Public Schools*

Children enrolled in a before and after school program have many roles in their lives. They are:

- ◆ members of a family
- ◆ students at their elementary school
- ◆ participants in extracurricular activities and sports
- ◆ citizens of the community

A goal of the school age program is to help these children become successful well-rounded members of their community. The staff needs to support and integrate the many components of the children's lives. This can be accomplished through effective parent communication. The program goals should reflect the goals parents have set for their children.

It is important to establish parent involvement and communication in school age programs. This is usually a challenge because most parents work during the day, and have the responsibility of a home and family. To begin planning for parent involvement in your program, survey the parents to determine their needs, interests and availability. It is important to become aware of the parents' needs and time limitations so that school age program staff can successfully involve parents in activities.

Positive ongoing communication is another important aspect of the relationship between families and the school age program. To establish a positive relationship with parents:

- ◆ greet them with a smile and acknowledge them by name.
- ◆ send home a newsletter with a calendar of events to inform them about what is happening in the program.
- ◆ establish a folder system where staff can leave written messages for parents in their child's folder.
- ◆ indicate to parents that they have a message by leaving a small note for them on a sign in/out clip board.
- ◆ display flyers regarding upcoming field trips and special events on the parent bulletin board and on the doors to our classrooms.

Involving parents in the program and taking the time to put forth extra effort to promote open communication provides a strong link between the program and the families we serve. ❖

NEWS FROM FIA

Day Care Name Change

The Child Day Care Division in the Family Independence Agency has changed its name to:

Child Development and Care

This name, we believe, more accurately reflects the fact that child care is more than a custodial activity but offers developmentally appropriate activities and care for children.

Send all correspondence to:
FIA, Child Development and Care
Grand Tower, Suite 1302
P.O. Box 30037
Lansing, MI 48909

fer technical assistance and training, provide educational materials, make assessments and referrals, and maintain linkages with community health and safety partners involved in child care. The first priority of the mental health consultant will be to assist providers and families in addressing the needs of children most vulnerable to expulsion or withdrawal from child care. The contact person for the child care health and safety consultant is Bill Holland, 517-335-8932, and the mental health consultant is Jeff Goldblatt, 517-335-8385.

It is hoped that these efforts will be expanded in the future based on the success rate of the pilots. ❖



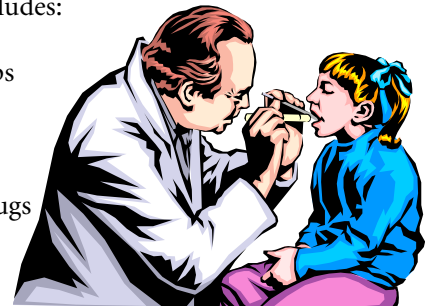
Michigan MICHild

Finally, Peace of Mind for Parents!

Michigan now offers free or low cost health insurance for children!

Thanks to MICHild and Medicaid, new programs for working families, children in a family of four earning up to \$32,900/year or \$2,742/month can receive coverage that includes:

- regular checkups
- immunizations
- doctor visits
- eyeglasses
- prescription drugs
- hospital care
- and more!



MICHild and Medicaid cover children through age 18 and have easy application processes. Spread the good news about newly available coverage and distribute information to parents at your child care facilities.

To find out more, call:



1-888-988-6300

NEW COLLABORATIONS

The Family Independence Agency (FIA) has initiated new collaborative efforts with the Department of Community Health (DCH). Beginning February 1, 1999, FIA and DCH will pilot three Healthy Child Care activities. These are:

1. The improvement of immunization coverage levels for children cared for in regulated child care centers in the city of Detroit by developing and implementing compliance and education programs for parents and center staff. A public health nurse will visit each center to provide required training and support, assist in identifying under-immunized children, help facilitate immunization clinics, and provide educational materials. Contact person is Nancy Fasano, DCH, 517-335-9423.

2. The updating and printing of a basic handbook which can be used by child care providers to help them control and contain many contagious diseases in the child care setting. The updated handbook will reflect new tools and resources now available. It will be provided to all Michigan regulated child care providers. Contact persons are Nancy Fasano, 517-335-9423 and Bill Holland, 517-335-8932, both from DCH.

3. The hiring of a child care health and safety consultant and a mental health consultant to provide consultation services to licensed child care providers in the Detroit/Wayne County area. These consultants will of-

RESOURCES FOR SCHOOL AGE CHILD CARE

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Musson, Steve. School-Age Care: Theory and Practice. Addison Wesley. 1993.

National School-Age Care Alliance. NSACA Standards for Quality School-Age Care.

Quality Criteria for School-Age Programs. Project Home Safe, 1555 King Street, Alexandria, VA, 22314.

School-Age Child Care Programs and Issues. Available from ERIC Clearinghouse.

Scofield, Richard. School-Age NOTES. Nashville, TN: School-Age Notes. 800-410-8780. Internet - <http://www.schoolagenotes.com>.

Sisson, Lisa G. Kids Club: A School-Age Program Guide for Directors. Nashville, TN: School-Age Notes. 1991.

Standards for Quality School-Age Child Care. Educational Products Dept., NAESP, 1615 Duke Street, Alexandria, VA, 22314-3843.



Video Review: Between School-Time & Home-Time

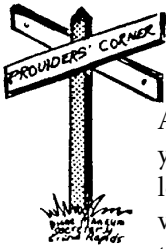
The purpose of a school age child care program is to help enable children to realize their full potential in a whole-some, safe, and challenging environment. This 18 minute video examines two very successful, but very different school age child care programs. They realize that a successful program must balance the needs of children, family and the community. Both programs have some very important principles in common:

- Program Goals
- Physical Environment
- Emotional Climate

- Planned Schedule
- Learning and Enrichment Activities
- Staff Development
- Parental Involvement

Ultimately, the barometer of a program's success is the children. Are they growing? Are they enjoying themselves? Do they want to come to the program?

This video is a wonderful tool for anyone considering starting a school age child care program. It also has some great ideas that would make it "must see" video for existing programs.



MONTH OF THE YOUNG CHILD®

April is designated as the month to celebrate young children and their families. Every year local communities acknowledge this month in a variety of ways. The steering Committee for the Month of the Young Child® has designated the following focus weeks:

- Week 1 April 1-10** Celebrating Community Partnerships
- Week 2 April 11-17** Promoting Healthy Children and Families
- Week 3 April 18-24** Recognizing Early Childhood Professionals
- Week 4 April 25-30** Advocating on Behalf of Children and Families

Other efforts for the month include Legislative Resource Notebooks, the Doll Project, Purple Ribbon Campaign, the Scrapbook Project, and Kite Day.

Kite Day, Saturday April 24, 1999 from 10:00 am – 12:00 noon, is a new statewide event. It is patterned after an event sponsored and organized by Metro Detroit AEYC for several years. A Kite Day packet is available which includes a suggested timeline of activities, supplies list and possible places to obtain materials, sample flyers, sample letters and a kite pattern. To obtain more information about this fun experience and to obtain kite packets, contact Laurie Van Wormer, MiAEYC Programs Coordinator at 1(800)-336-6424. ❖

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